R E P O R T R E S U M E S

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A DESCRIPTIVE CLASS PROFILE REPORT ON THE FRESHMAN CLASS FOR THE 1965-1966 ACADEMIC YEAR. STUDENT PERSONNEL STUDIES, SECTION B.

MIRACOSTA COLL., OCEANSIDE, CALIF.

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$1.36 34P.

DESCRIPTORS- STUDENT PERSONNEL WORK, *JUNIOR COLLEGES, *STUDENT CHARACTERISTICS, *COLLEGE FRESHMEN, NATIONAL NORMS, ACADEMIC APTITUDE, STATISTICAL DATA, DEMOGRAPHY, TABLES (DATA), OCEANSIDE

THIS CLASS PROFILE REPORT, WHICH IS A COMPREHENSIVE DESCRIPTION OF THE MIRACOSTA COLLEGE 1965 FRESHMEN, IS INTENDED FOR THE USE OF COLLEGE OFFICIALS CONCERNED WITH ADMISSIONS, PUBLIC INFORMATION PROGRAMS, AND STUDENT PERSONNEL FUNCTIONS. STUDENT ACADEMIC POTENTIALS ARE SHOWN BY THE AMERICAN COLLEGE TEST SCORES AND HIGH SCHOOL GRADES. GOALS AND ASPIRATIONS WERE MEASURED IN TERMS OF MAJOR FIELD CHOICES, TENTATIVE VOCATIONAL CHOICES, PREFERRED VOCATIONAL ROLES, EDUCATIONAL ASPIRATION LEVELS AND COLLEGE GOALS. SURVEYS OF HOUSING EXPECTATIONS, CAMPUS TRANSPORTATION PLANS, PART-TIME WORK EXPECTATIONS, AND EXTRACURRICULAR PLANS WERE MADE TO ASSESS STUDENT PERSONNEL NEEDS. NONACADEMIC ACHIEVEMENTS IN SIX AREAS ARE DESCRIBED. RESPONSES TO QUESTIONS ON MIRACOSTA COLLEGE'S ADVANTAGES OR WHAT INFLUENCED STUDENT CHOICES ARE ORGANIZED UNDER FOUR MAIN HEADINGS--ATMOSPHERE AND REPUTATION, FACILITIES AND PROGRAMS, PERSONAL INFLUENCES, AND OTHER CONSIDERATIONS. A BRIEF STUDENT SOCIOLOGICAL DESCRIPTION WAS BASED UPON THE STUDENT'S TYPE OF HOME COMMUNITY, HIS RESIDENCE STATUS, AND HIS FAMILY FINANCIAL STATUS. THE RESULTS OF THE MIRACOSTA STUDENT PROFILES ARE CONSISTENT WITH NATIONAL NORMS. COMPLETE TABLES AND GRAPHS ARE INCLUDED IN THE REPORT. (FS)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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S T U D E N T P E R S O N N E L S T U D I E S

Prepared for

The Board of Trustees

and

The President of

MiraCosta College

ED011383

Edited by

The Counseling and Guidance Staff
MiraCosta College

1965-1966

CG 000 052

A

DESCRIPTIVE

CLASS PROFILE REPORT

ON

THE FRESHMAN CLASS

FOR THE 1965-1966

ACADEMIC

YEAR

CG 000 052

Section B

A COMPREHENSIVE CLASS DESCRIPTION OF 1965-66 MIRACOSTA COLLEGE FRESHMEN BASED ON THE QUANTITATIVE INFORMATION RECEIVED FROM THE RESEARCH SERVICES OF THE AMERICAN COLLEGE TESTING PROGRAM

The following class profile report is a comprehensive description of the MiraCosta College 1965 freshmen students in terms of their academic and nonacademic potentials, their goals and aspirations, their special campus needs such as housing, financial assistance, and part-time work, their report of factors influencing their choice of college and some demographic characteristics. The report compares MiraCosta College entering students with all college-bound students tested by the American College Testing Program (ACT).

The class profile data was provided by the Research Services of the American College Testing Program. The information contained in this report is intended for the use of college officials concerned with admissions, public information programs and student personnel functions and should be helpful to the administration and the instructional staff.

SUMMARY

In attempting to grasp the implications of the entire report it will be helpful to make a list of the tentative interpretations suggested by a study of each table.

Academic Potentials

Tables I through V: Distributions on the American College Test's four subtests (English, mathematics, social science, natural science) and the composite scores for MiraCosta College and for national norms.

It will be observed that the mean differential for MiraCosta College norms and national norms on all areas of the ACT subtests, except math, was less than one point. The range for English, natural science, and social science was from -.6 to -.8. The math mean differential was -1.3. Whereas the national norms for all college-bound students are slightly higher in the overall picture, MiraCosta College students' performance was not significantly different from the representative group.

Tables VI and VII: Distribution of the high school grades and the last grade received before the senior year in English, mathematics, social science, and natural science.

MiraCosta College students' lowest mean grade-point average was in math (2.03); on the national norms 2.34 was the mean grade-point average in math. Table VII shows the distribution of the average of four high school grades as reported by students. In the other subjects the differences would not be significant.

Goals and Aspirations

Table VIII gives the distribution of major field choices made by students at the time they wrote the American College Test examination. Tables IX, X, and XI provide similar distributions of tentative vocational choices, preferred vocational roles, educational aspiration levels and college goals. These tables are concerned with student motivation, a relevant educational variable. Some of the observations and questions which arise from comparing enrolled students with all college-bound students include:

1) Tables VIII and IX: Educational Major and Vocational Choice-
   Does our college attract a disproportionate number of students with certain types of educational-vocational interests? Predominately social-religious and educational fields (18%); administrative, political and persuasive (13); and the arts and humanities (14%) were chosen by MiraCosta College students. This is in line with our curriculum offerings.

2) Table X: Vocational Role Preferences-
   The greatest percentage were interested in teacher or therapist, practitioner, performer or producer of services and administrator or supervisor.

3) Table XI: Educational Plans and Degree Sought-
   The inferences that can be drawn of the general level of academic motivation is that 75% intend to complete a baccalaureate degree. 22% of this group also plan one

or two years of graduate or professional study. Only 22% plan on attending college but obtaining less than a baccalaureate degree.

4) Table XII: The Most Important Goals in Attending College- The following distributions were noted: 56% to secure vocational or professional training; 25% to develop their mind and intellectual abilities; 12% indicated earning a higher income as their primary reason for attending college.

Student Personnel Needs

5) Table XIII: Housing Expectations and Campus Transportation Plans-

The greatest percentage planned to live at home; 10% planned on rooms or apartments; 11% indicated expectancies of college dormitories and fraternity or sorority houses. 77% expected to bring a car to the campus. This information can have implications as far as campus parking facilities are concerned.

6) Table XIV: Part-time Work Expectations-

Approximately 80% of the students plan to work while attending school. 31% expect to work 20 hours or more per week. Only 20% plan to work less than 10 hours per week. As compared to all college-bound students the number of MiraCosta College students anticipating work is 20% greater than national expectations.

7) Table XV: Type of Work the Student is Qualified or Willing to Accept-

Gas station attendant represented the highest percentage

with 11% indicating this was their first choice. General clerical and typist followed with 8% each. 33% indicated interest in jobs that were not listed. The jobs listed were unskilled or semi-skilled occupations only.

8) Table XVI: Extracurricular Plans-

Students indicated several choices. 75% of the students plan to participate in departmental clubs, 38% in intercollegiate athletics, 22% in acting, and 25% in music.

Non-Academic Achievements

Table XVII describes the number of out-of-class accomplishments reported by students in each of six areas: science, art, writing, leadership, music and dramatic arts. A total of eight accomplishments were listed in each area, and the student checked those which he had attained.

Previous research has shown that there is little relationship between academic potential or accomplishment, on the one hand, and the type of out-of-class achievements reviewed on Table XVII on the other. Students whose high school experiences included many out-of-class accomplishments are more likely to exhibit similar "creative" performance in college. Thus this type of information though predictive of socially-valued accomplishments is different from academic aptitude data.

Science - 23% (39) report one high school achievement in the area of science; 7.7% report two high school achievements; 7% report more than two high school achievements; and 61% report no achievements in science.

Art - 17% (28) report one high school achievement in art; 9% report two or three high school achievements;

5% reported between four and eight high school achievements; and 68% (113) report no participation in art.

Writing - 22% (38) claim one achievement in this area; 13% claim two or three achievements; 4% claim between four and eight high school achievements; and 60% (100) claim no achievements in writing.

Leadership - 20% (35) report one high school achievement in leadership; 28% claim two or three achievements; 17% claim between four and six achievements; and 32% (55) report no leadership activities.

Music - 13% (28) report one high school achievement in music; 15% report two or three high school achievements; 13% report between four and six high school achievements; and 55% (94) report no achievements in music.

Dramatic Arts - 22% claim one high school achievement in the area of dramatic arts; 17% claim two or three; 8% claim between four and six high school achievements; and 50% (82) report no achievements in dramatic arts.

College Attractions

Colleges frequently wonder how students decide to apply. Table XVIII summarizes responses which the students gave to questions about who or what influenced their college choices. Responses are organized under four general headings: atmosphere and reputation; facilities and program; personal influences; and other considerations.

The examination of Table XVIII is useful for several purposes. The most important of these includes understanding of the college image and

the importance of selective circumstances. The table gives the percentage who considered each item of major importance, minor importance or of no importance.

Atmosphere and Reputation - 56% indicated good faculty as the major reason for selecting MiraCosta College. 48% indicated high scholastic standing as major importance.

Facilities-Program - 40% mentioned special curriculum as the reason for their choice. Good facilities ranked second, with 34% indicating this as a primary reason for their choice.

Personal Influences - 40% indicated the advice of a high school or college counselor influenced their decision. 40% mentioned parents as being the source of motivation.

Other Considerations - Low cost was the primary motivation of 64%; location was second with 58%; and close to home was indicated by 57%.

Demographic

Tables XIX and XX are provided to describe where students come from, type of home community; residence status; and the estimated financial status of their families. These data are intended to provide a brief but broad sociological description of students.

Sociologists have established a broad range of correlates of these classifications. For example, students from rural areas have quite different attitudes and values from those students from urban areas; children who grow up under conditions of economic affluence have different needs and beliefs than those from economically marginal homes; older, married students have a different outlook than younger, unattached students; and so forth.

Table XIX is concerned with the type of home community and estimated family income.

Home Community: 80% of our students are from communities of less than 50,000.

Estimated Family Income: Of the 238 students who responded to this item, 22% did not know the family income; 10% considered this information confidential; 6% estimated the family income at less than $5,000; 17% from $5,000 to $7,499; 17% from $7,500 to $9,999; 16% from $10,000 to $14,999; 6% from $15,000 to $19,999; 4% above $20,000. This distribution closely paralleled the national norms.

Table XX deals with students' ages and marital and dating status.

Students' Ages: 91% (220) of the students taking the ACT were between 17 and 18 years of age. 8% were 19 years of age, and less than 1% were 21 years of age.

Marital and Dating Status: Only one student reported being married. 13% considered this information confidential and 14% (33) are pinned or going steady. Students usually dating the same person represent 20% (49); students usually dating more than one person 40% (96); students who do not date at all 11% (28). These statistics differ from the total day enrollment. Of the total day enrollment, 11% are married.

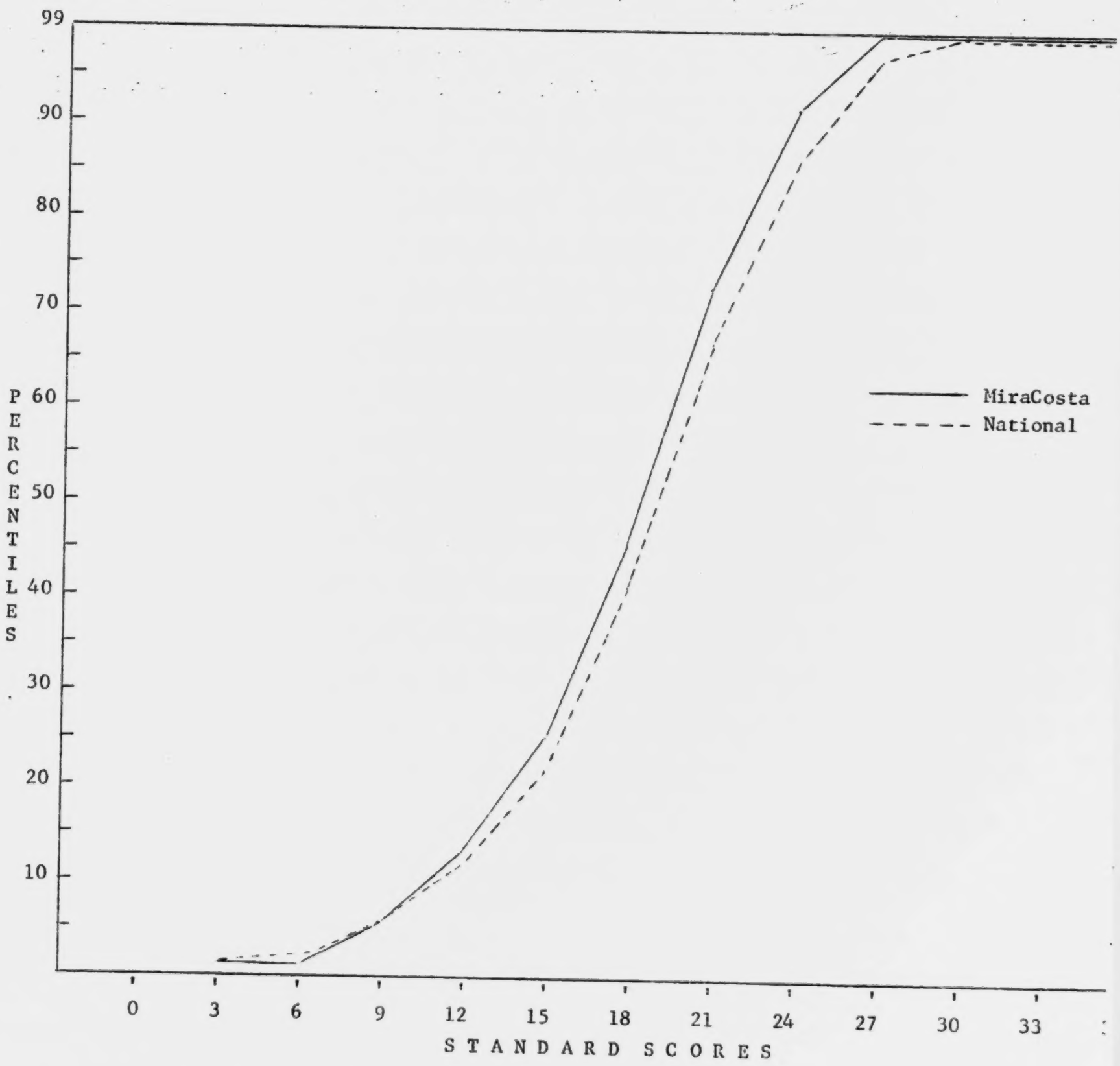
While it would be hazardous to infer salient attitudes and values of the entering class from Tables XIX and XX these data in combination with those of earlier tables can assist the careful reviewer in establishing more plausible generalizations about MiraCosta College student characteristics

that will aid in planning curriculum, facilities and providing other services that are in line with students' needs. The most noteable observation of the entire report is the consistency with which MiraCosta College students' profiles were similar to the national norms. It would appear that we have quite a typical student body.

TABLE I

ENGLISH TEST SCORES

A COMPARISON OF MIRACOSTA COLLEGE AND NATIONAL
PERCENTILE RANKS ON THE AMERICAN COLLEGE TEST
FALL 1965

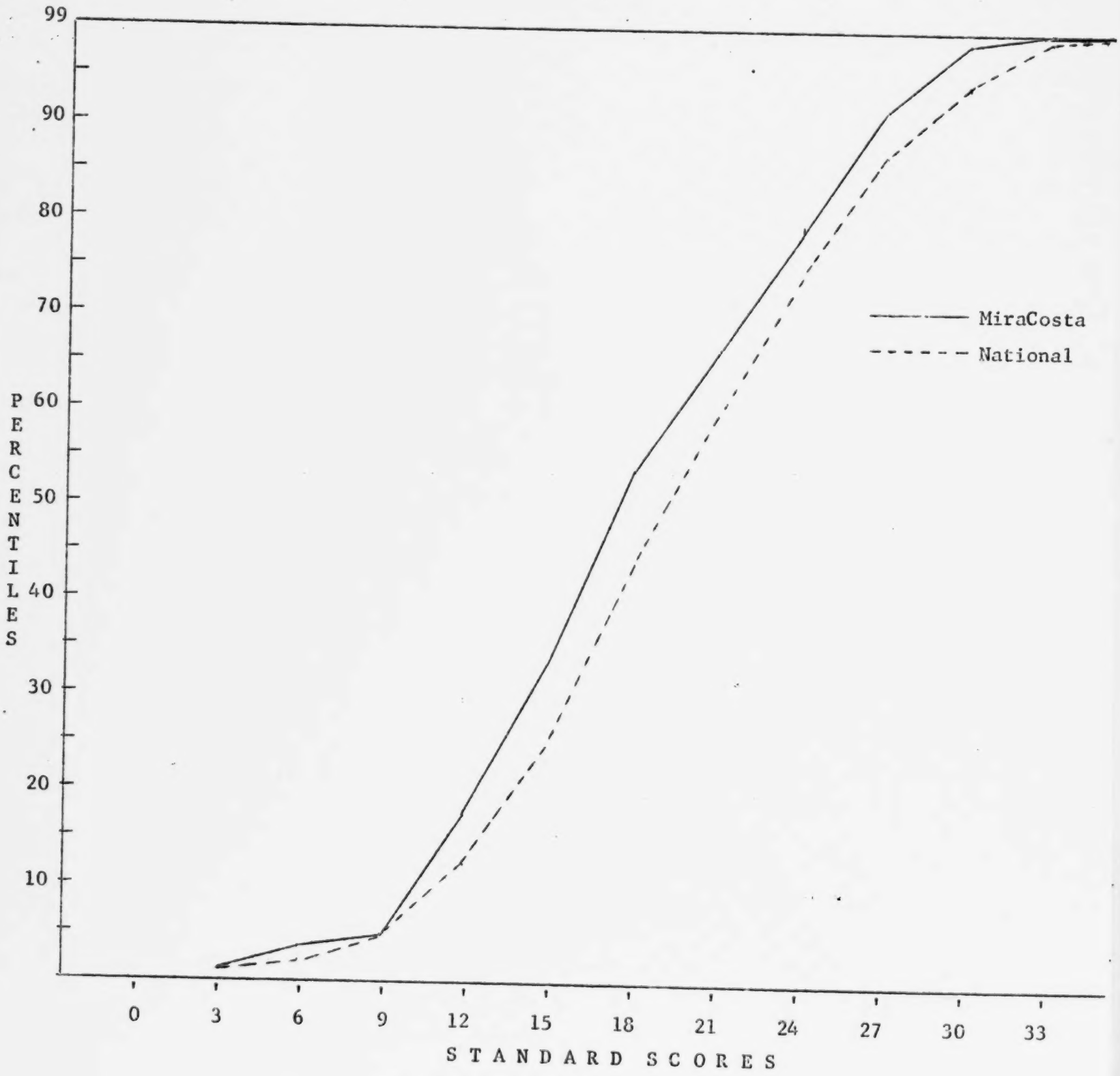


Local Mean	18.0	Local N	243
National Mean	18.6	National N	672,562

TABLE II

MATHEMATICS TEST SCORES

A COMPARISON OF MIRACOSTA COLLEGE AND NATIONAL
PERCENTILE RANKS ON THE AMERICAN COLLEGE TEST
FALL 1965

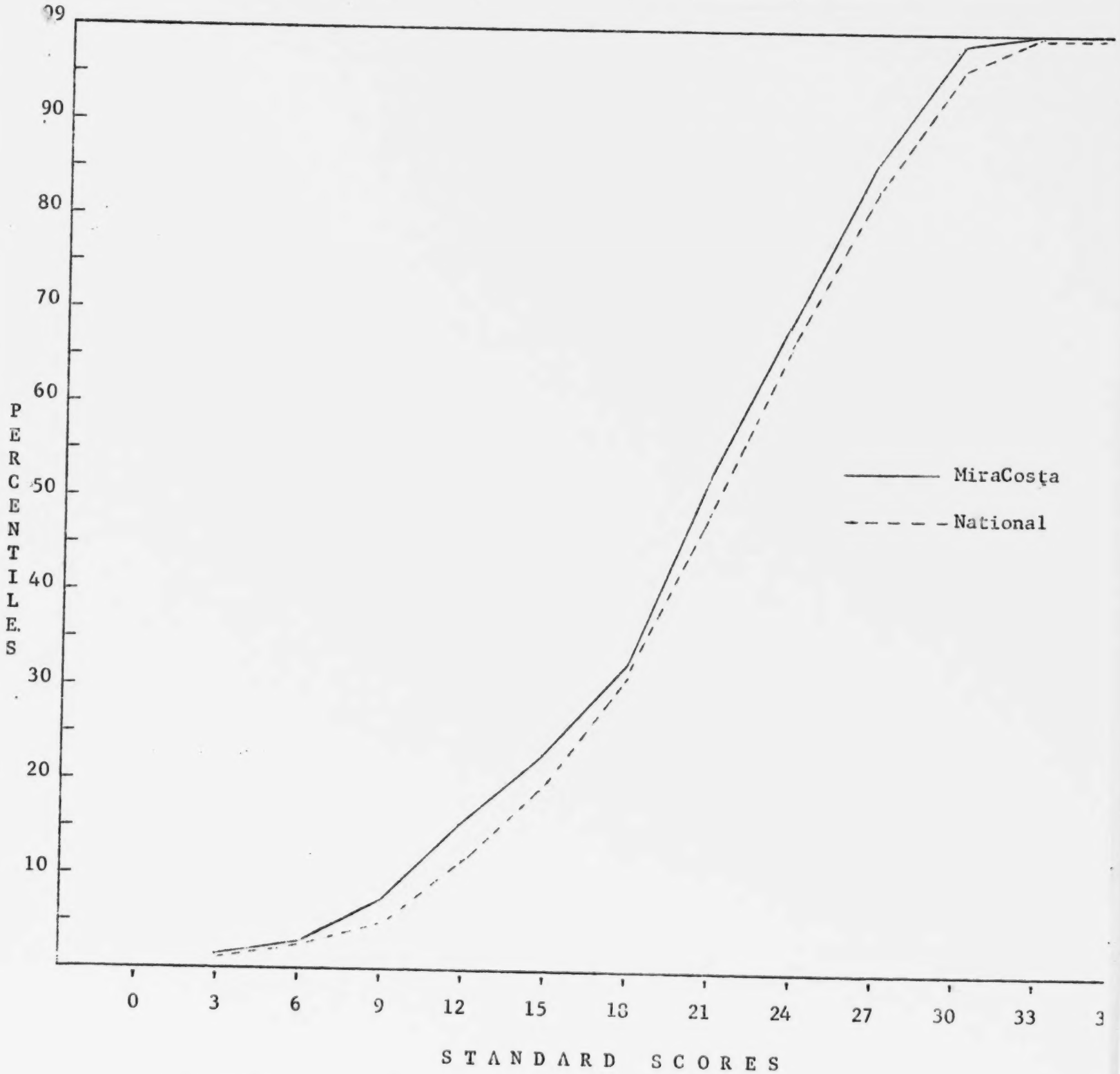


Local Mean	18.2	Local N	243
National Mean	19.5	National N	672,562

TABLE III

SOCIAL STUDIES TEST SCORES

A COMPARISON OF MIRACOSTA COLLEGE AND NATIONAL
PERCENTILE RANKS ON THE AMERICAN COLLEGE TEST
FALL 1965



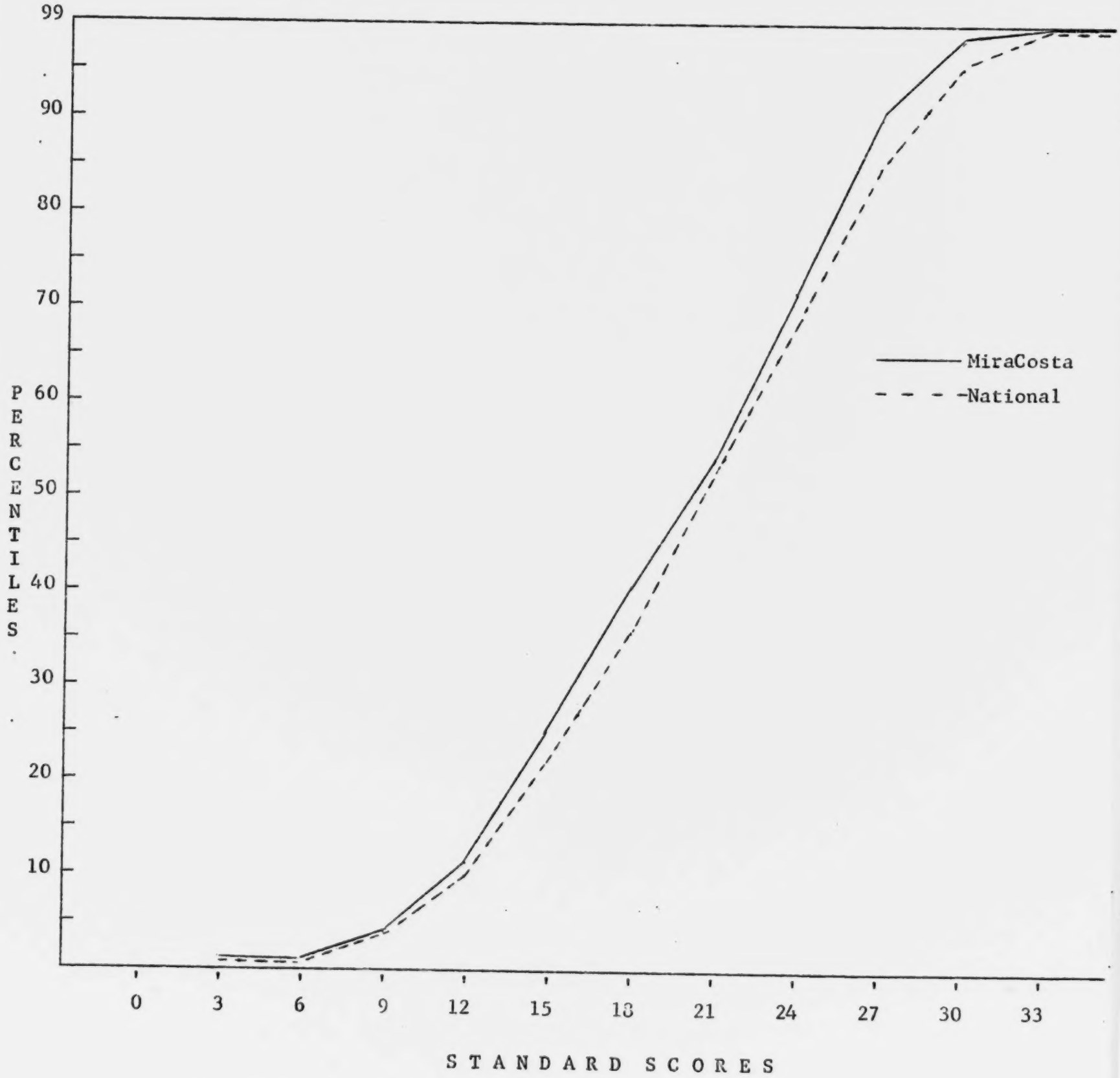
Local Mean 20.0
National Mean 20.6

Local N 243
National N 672,562

TABLE IV

NATURAL SCIENCES TEST SCORES

A COMPARISON OF MIRACOSTA COLLEGE AND NATIONAL
PERCENTILE RANKS ON THE AMERICAN COLLEGE TEST
FALL 1965



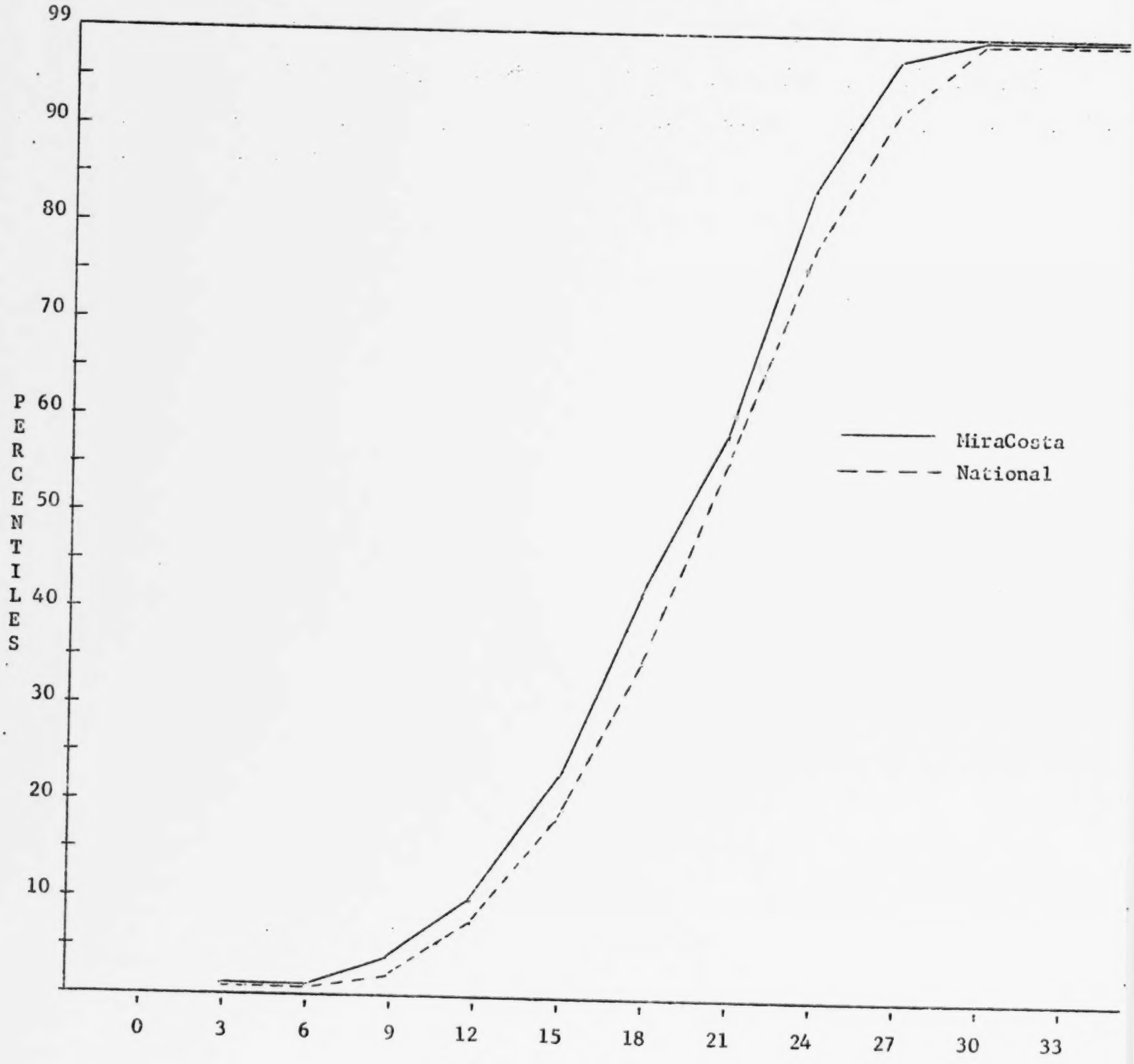
Local Mean 19.7
National Mean 20.4

Local N 243
National N 672,562

TABLE V

COMPOSITE SCORES

A COMPARISON OF MIRACOSTA COLLEGE AND NATIONAL
PERCENTILE RANKS ON THE AMERICAN COLLEGE TEST
FALL 1965



Local Mean 19.1
National Mean 19.9

Local N 243
National N 672,562

TABLE VI

A COMPARISON OF MIRACOSTA COLLEGE AND NATIONAL PERCENTILE RANKS ON THE AMERICAN COLLEGE TEST

DISTRIBUTION OF THE AVERAGE OF FOUR HIGH SCHOOL GRADES
FALL 1965

	MiraCosta College Norms		National Norms	
Grades	Frequency	%ile Rank	%ile Rank	Grades
4.00	0	99	98	4.00
3.75	5	99	94	3.75
3.50	7	96	89	3.50
3.25	10	93	82	3.25
3.00	26	85	72	3.00
2.75	32	73	61	2.75
2.50	37	58	49	2.50
2.25	37	42	36	2.25
2.00	41	25	23	2.00
1.75	18	13	13	1.75
1.50	12	6	6	1.50
1.25	6	3	3	1.25
1.00	2	1	1	1.00
0.75	0	1	0	0.75
0.50	1	1	0	0.50
0.25	0	1	0	0.25
0.00	0	1	0	0.00
Mean		2.39	2.56	
N =		234	626,619	

TABLE VII

A COMPARISON OF MIRACOSTA COLLEGE AND NATIONAL
DISTRIBUTIONS OF HIGH SCHOOL GRADES

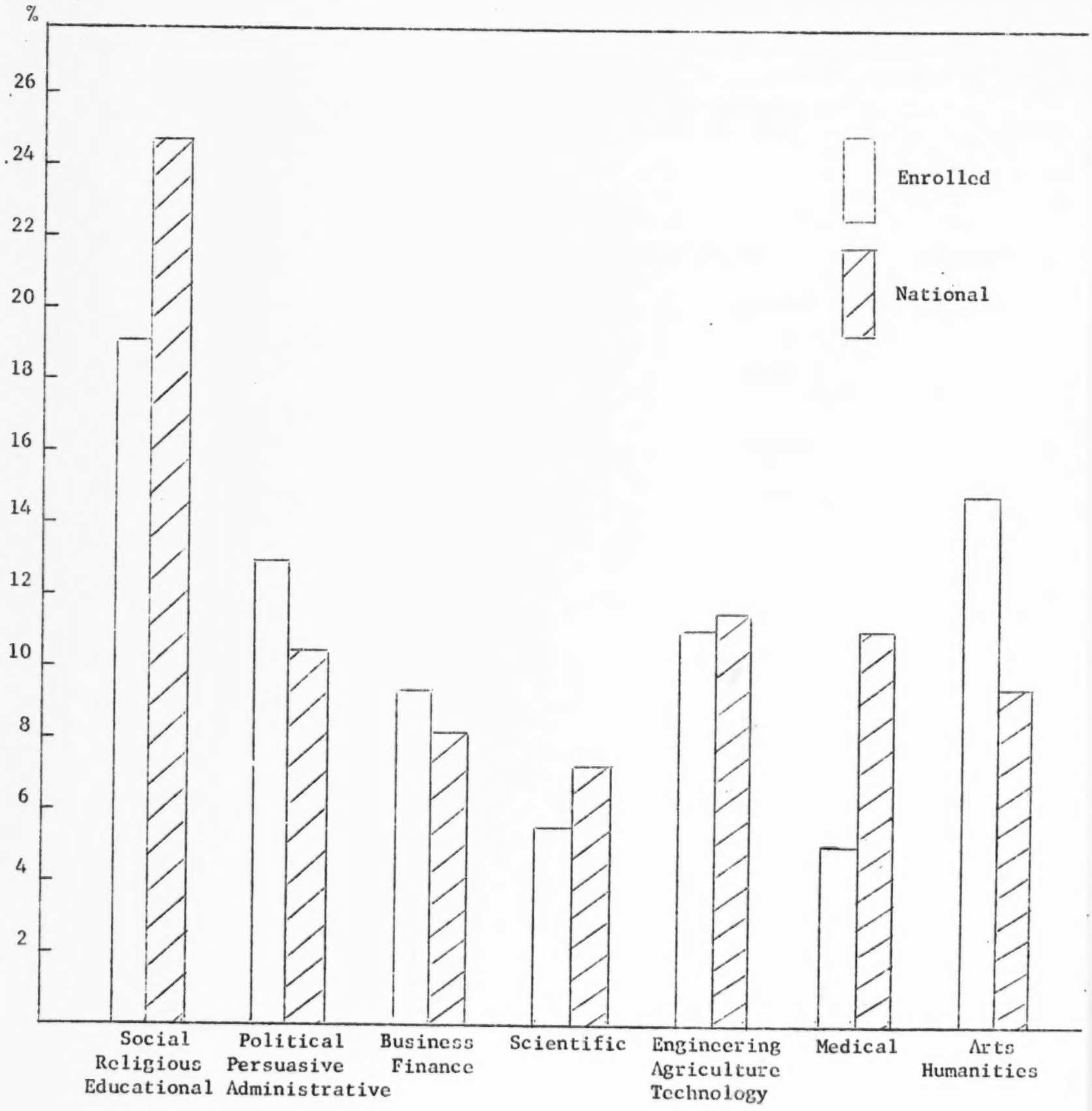
	ENGLISH			MATH			SOCIAL STUDIES			NATURAL SCIENCE		
	MiraCosta		National	MiraCosta		National	MiraCosta		National	MiraCosta		National
	Freq.	%	%	Freq.	%	%	Freq.	%	%	Freq.	%	%
A	24	10.0	17.2	18	7.5	12.8	35	14.6	21.4	15	6.3	13.6
B	93	38.7	39.5	48	20.0	28.4	107	44.6	37.8	75	31.4	32.5
C	98	40.8	34.3	96	40.0	38.1	79	32.9	31.1	98	41.0	38.0
D	24	10.0	7.8	60	25.0	16.9	16	6.7	6.9	29	12.1	11.6
F	1	0.4	0.3	8	3.3	1.8	3	1.2	0.3	1	0.4	0.9
NOT TAKEN	0	0.0	0.8	10	4.2	2.0	0	0.0	2.4	21	8.8	3.5

	ENGLISH		MATH		SOCIAL STUDIES		NATURAL SCIENCE	
	MiraCosta	National	MiraCosta	National	MiraCosta	National	MiraCosta	National
Mean	2.48	2.66	2.03	2.34	2.65	2.75	2.34	2.48
N =	240	636,164	240	635,770	240	635,458	239	631,844

TABLE VIII

EDUCATIONAL MAJOR

A COMPARISON OF MIRACOSTA COLLEGE AND NATIONAL PERCENTILE RANKS ON THE AMERICAN COLLEGE TEST
FALL 1965



Percentage of students rating each consideration as being of "major" importance.

TABLE IX

A COMPARISON OF MIRACOSTA COLLEGE AND NATIONAL PERCENTILE RANKS ON THE AMERICAN COLLEGE TEST
FALL 1965

VOCATIONAL CHOICE

	MiraCosta College		National
	Number	Percent	Percent
Social, Religious, and Educational Fields	39	16.2	22.7
Administrative, Political, and Persuasive	32	13.3	8.1
Business and Finance	14	5.8	7.0
Scientific	10	4.2	3.7
Engineering, Agriculture, and Technology	20	8.3	9.2
Medical Fields	9	3.7	10.7
Arts and Humanities	23	9.6	6.6
Housewife	3	1.2	1.1
Other	16	6.7	7.7
Undecided	74	30.8	23.0
N =	240		639,458

TABLE X

A COMPARISON OF MIRACOSTA COLLEGE AND NATIONAL PERCENTILE RANKS ON THE AMERICAN COLLEGE TEST FALL 1965

VOCATIONAL ROLE PREFERENCES

	MiraCosta College		National
	Number	Percent	Percent
Researcher or Investigator	13	5.6	7.9
Teacher or Therapist	42	17.9	24.9
Administrator or Supervisor	25	10.7	8.9
Promoter or Salesman of Services or Products	10	4.3	3.3
Practitioner, Performer, or Producer of Services or Products	42	17.9	18.2
None of the Above	32	13.7	12.9
Two or More Roles	15	6.4	3.6
Don't Know or Undecided	55	23.5	20.4
N =	234		631,282

TABLE XI

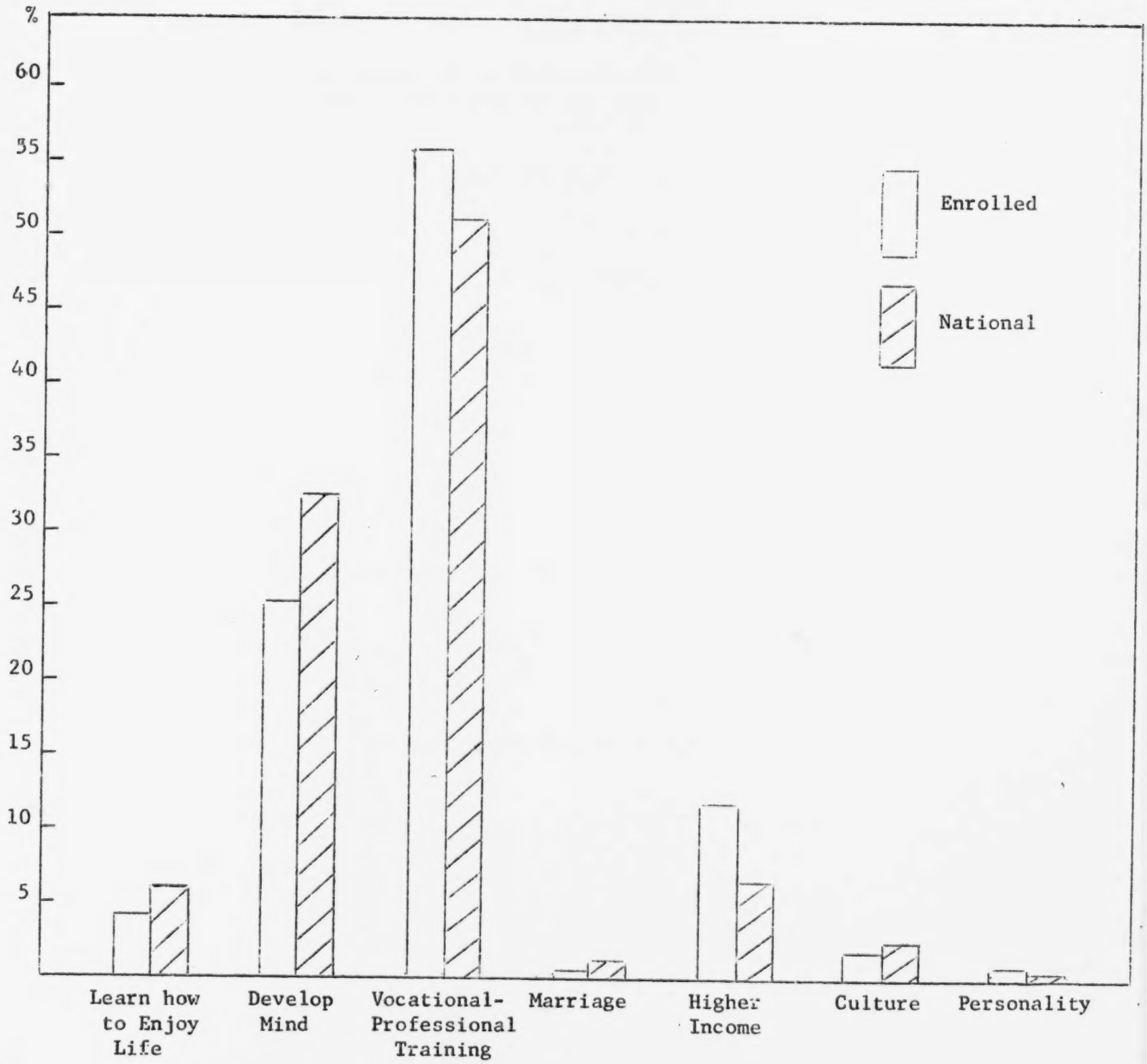
EDUCATIONAL PLANS - DEGREE SOUGHT

High School Diploma	1	0.4	0.5
College, but less than a Bachelor's Degree	54	22.9	17.2
Bachelor's or Equivalent	110	46.6	46.5
One or Two Years Grad or Professional Study (MA, MBA)	52	22.0	22.2
Doctor of Philosophy (PH.D.)	5	2.1	3.6
Doctor of Medicine (M.D.)	2	0.8	3.0
Doctor of Dental Surgery (D.D.S.)	3	1.3	1.0
Bachelor of Laws (L.L.B.)	3	1.3	2.2
Bachelor of Divinity (B.D.)	1	0.4	0.3
Other	5	2.1	3.5
N =	236		644,801

TABLE XII

MOST IMPORTANT GOAL IN ATTENDING COLLEGE

A COMPARISON OF MIRACOSTA COLLEGE AND NATIONAL
PERCENTILE RANKS ON THE AMERICAN COLLEGE TEST
FALL 1965



Percentage of students rating each consideration as being of "major" importance.

TABLE XIII

A COMPARISON OF MIRACOSTA COLLEGE AND NATIONAL PERCENTILE RANKS ON THE AMERICAN COLLEGE TEST FALL 1965

HOUSING EXPECTATIONS

	MiraCosta College		National
	Number	Percent	Percent
College Dormitory	22	9.2	51.5
Fraternity or Sorority	4	1.7	4.8
College Apartment	8	3.3	2.1
Off-Campus Apartment	18	7.5	5.1
Off-Campus Room	7	2.9	2.5
At Home (or with Relatives)	181	75.4	34.1
N =	240		645,370

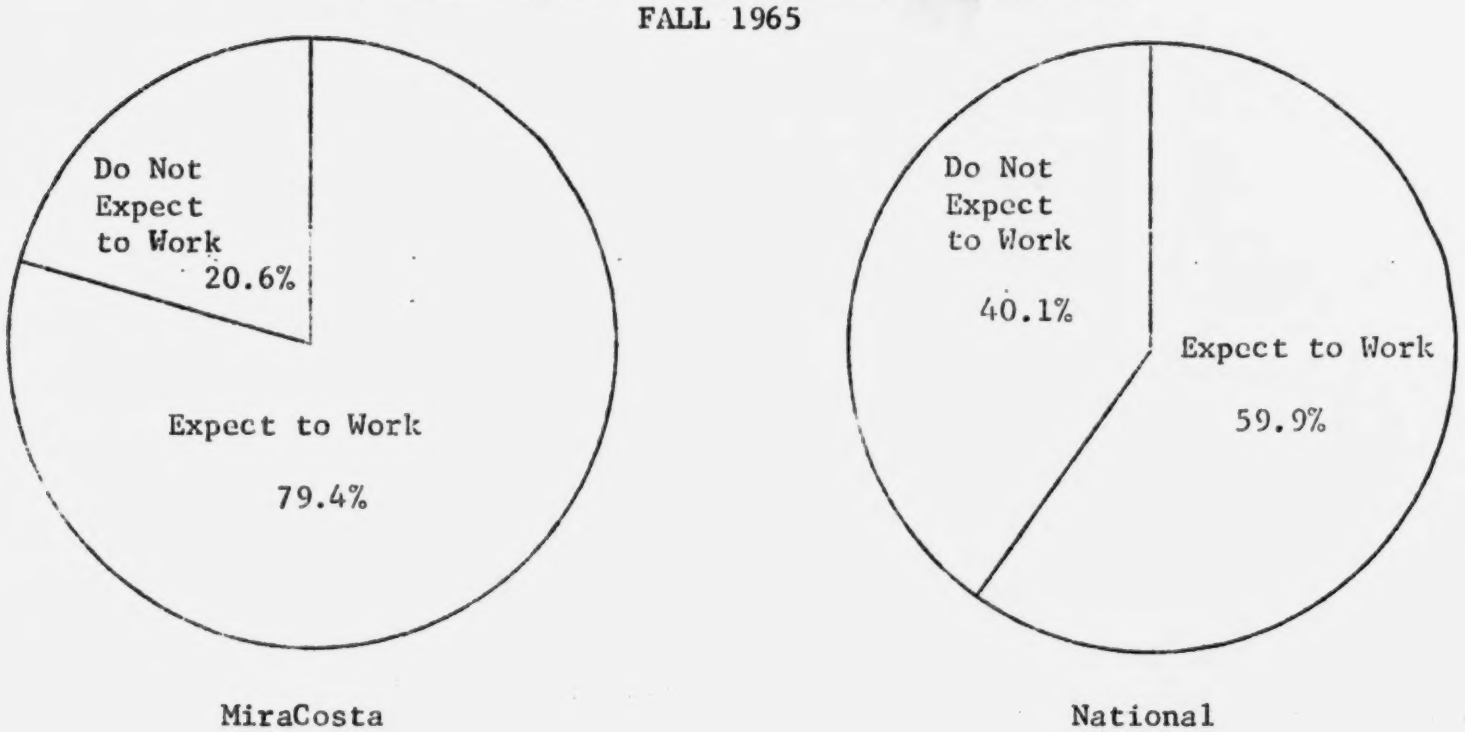
CAMPUS TRANSPORTATION PLANS

Yes, Expect to Bring a Car to Campus	185	76.8	37.0
No, Do Not Expect to Bring a Car	56	23.2	63.0
N =	241		642,536

TABLE XIV

PART-TIME WORK EXPECTATIONS

A COMPARISON OF MIRACOSTA COLLEGE AND NATIONAL PERCENTILE RANKS ON THE AMERICAN COLLEGE TEST
FALL 1965



NUMBER OF HOURS PER WEEK THEY EXPECT TO WORK

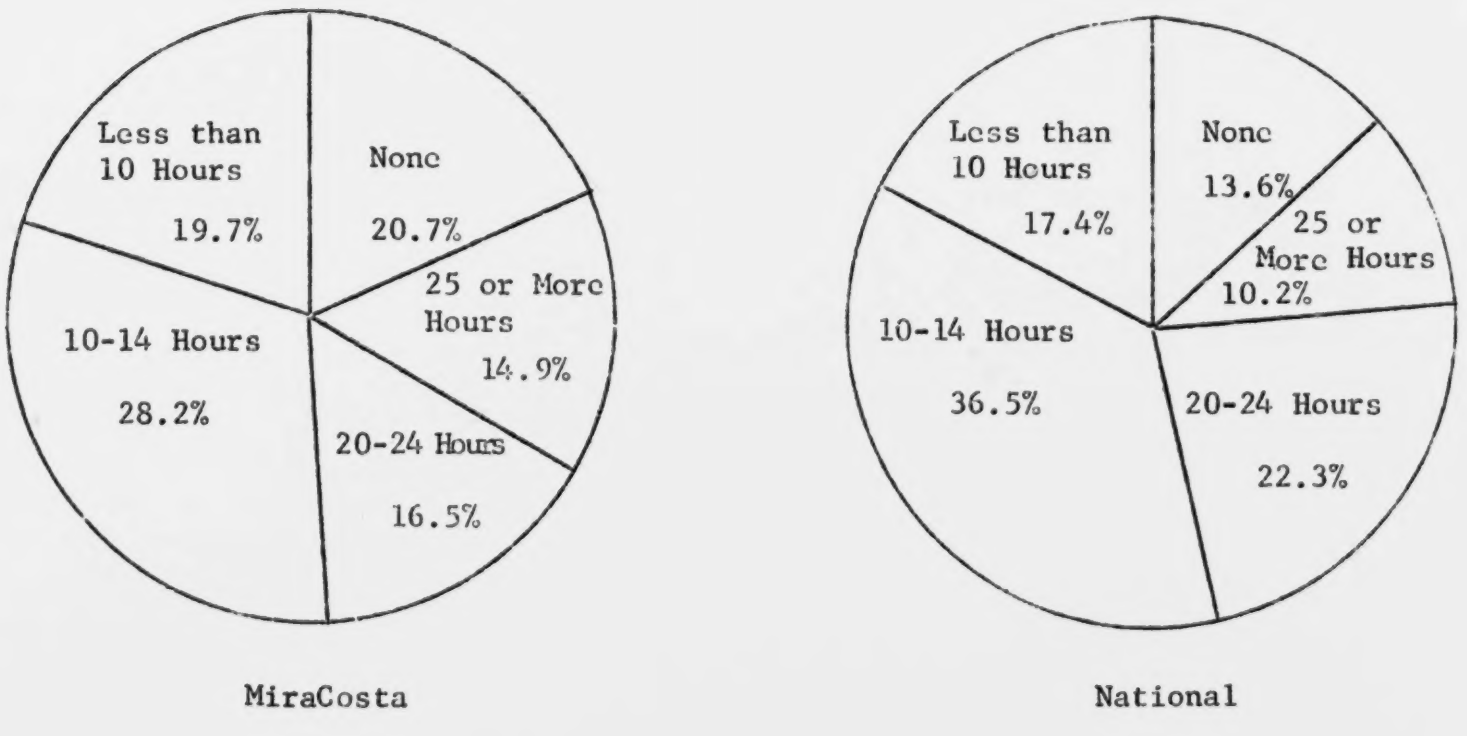


TABLE XV

A COMPARISON OF MIRACOSTA COLLEGE AND NATIONAL
PERCENTILE RANKS ON THE AMERICAN COLLEGE TEST
FALL 1965

PART-TIME WORK THE STUDENT IS BOTH WILLING AND QUALIFIED TO ACCEPT
(BY PREFERENCE)

	MiraCosta College				National	
	First		Second		First	Second
	Number	Percent	Number	Percent	Percent	Percent
Baby Sitting	9	4.9	14	7.6	6.5	8.7
General Clerical	15	8.1	18	9.7	15.1	13.0
Typist	15	8.1	20	10.8	12.2	10.8
Secretarial	11	5.9	0	0.0	3.8	2.0
Gas Station Attendant	21	11.4	21	11.4	11.1	10.5
Dance Band Musician	11	5.9	5	2.7	4.1	2.2
Waiter (Waitress)	11	5.9	16	8.6	6.0	9.4
Dishwasher	6	3.2	16	8.6	1.5	3.1
Odd Jobs	25	13.5	28	15.1	10.2	13.4
Other	61	33.0	47	25.4	29.5	27.0
N =	185		185		381,492-379,595	

TABLE XVI

A COMPARISON OF MIRACOSTA COLLEGE AND NATIONAL PERCENTILE RANKS ON THE AMERICAN COLLEGE TEST FALL 1965

EXTRACURRICULAR PLANS

	MiraCosta College		National
Planning to Participate In	Number	Percent	Percent
Athletics - Intercollegiate	91	37.9	31.5
Music	61	25.3	33.2
Writing	66	27.5	31.9
Student Government	94	39.3	48.5
Science Clubs and Projects	43	17.8	31.0
Debate	38	15.9	20.4
Acting	54	22.6	26.2
Departmental Clubs	181	75.4	84.9
Athletics - Intramural	131	54.6	53.8
Area of Greatest Competency			
Athletics - Intercollegiate	41	19.5	15.7
Music	23	11.0	18.4
Writing	17	8.1	8.1
Student Government	12	5.7	5.3
Science Clubs and Projects	8	3.8	5.2
Debate	10	4.8	2.5
Acting	14	6.7	4.5
Departmental Clubs	34	16.2	20.7
Athletics - Intramural	51	24.3	19.7

TABLE XVII

A COMPARISON OF MIRACOSTA COLLEGE AND NATIONAL PERCENTILE RANKS ON THE AMERICAN COLLEGE TEST FALL 1965

DISTRIBUTIONS OF NON-ACADEMIC ACHIEVEMENTS

Number of High School Achievements in Science	MiraCosta College Number	MiraCosta College Percent	National Percent
8	1	0.6	0.9
7	2	1.2	0.5
6	1	0.6	0.8
5	0	0.0	1.5
4	4	2.4	2.5
3	5	3.0	4.8
2	13	7.7	10.4
1	39	23.2	16.7
0	103	61.3	61.9
N =	168		480,071
Number of High School Achievements in Art			
8	3	1.8	1.1
7	0	0.0	0.5
6	1	0.6	0.7
5	2	1.2	1.0
4	4	2.4	1.6
3	5	3.0	2.9
2	11	6.6	6.7
1	28	16.8	14.8
0	113	67.7	70.8
N =	167		491,359

TABLE XVII

DISTRIBUTIONS OF NON-ACADEMIC ACHIEVEMENTS
(Continued)

Number of High School Achievements in Writing	MiraCosta College Number	MiraCosta College Percent	National Percent
8	1	0.6	0.8
7	3	1.8	0.4
6	1	0.6	0.5
5	3	1.8	1.1
4	0	0.0	2.7
3	8	4.8	6.1
2	14	8.3	10.4
1	38	22.6	25.2
0	100	59.5	52.7
N =	168		484,065
Number of High School Achievements in Leadership			
8	2	1.2	1.0
7	1	0.6	1.8
6	7	4.1	3.9
5	4	2.3	7.5
4	18	10.5	11.7
3	20	11.7	15.6
2	29	17.0	18.3
1	35	20.5	18.9
0	55	32.2	21.3
N =	171		499,976

TABLE XVII

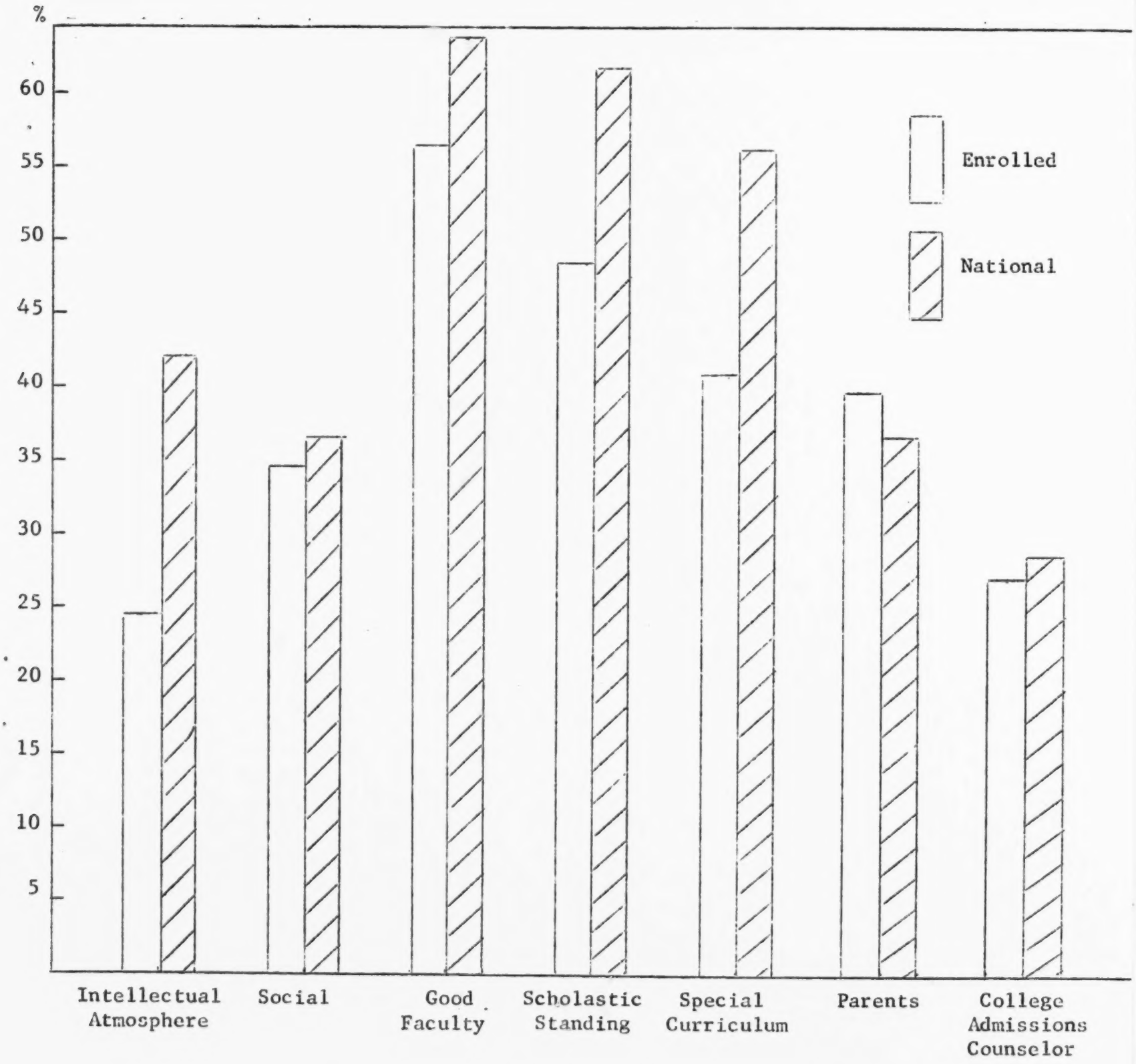
DISTRIBUTIONS OF NON-ACADEMIC ACHIEVEMENTS
(Continued)

Number of High School Achievements in Music	MiraCosta College Number	MiraCosta College Percent	National Percent
8	3	1.8	1.0
7	1	0.6	1.2
6	3	1.8	2.8
5	6	3.5	4.9
4	14	8.2	6.9
3	14	8.2	9.9
2	13	7.6	13.2
1	23	13.5	14.4
0	94	55.0	45.7
N =	171		496,619
Number of High School Achievements in Dramatic Art			
8	1	0.6	0.7
7	2	1.2	0.5
6	2	1.2	1.1
5	8	4.7	2.5
4	5	2.9	5.0
3	15	8.8	9.1
2	14	8.2	14.7
1	39	22.8	20.9
0	85	49.7	45.4
N =	171		493,297

TABLE XVII

CONSIDERATION GIVEN TO VARIOUS FACTORS
IN MAKING COLLEGE CHOICE

A COMPARISON OF MIRACOSTA COLLEGE AND NATIONAL
PERCENTILE RANKS ON THE AMERICAN COLLEGE TEST
FALL 1965



Percentage of students rating each consideration as being of "major" importance.

TABLE XIX

A COMPARISON OF MIRACOSTA COLLEGE AND NATIONAL PERCENTILE RANKS ON THE AMERICAN COLLEGE TEST FALL 1965

	MiraCosta College		National
	Number	Percent	Percent
TYPE OF HOME COMMUNITY			
Farm or Open Country	15	6.3	4.4
Suburb in Metropolitan Area of:			
More than 2 million	7	2.9	4.4
500,000 to 2 million	6	2.5	6.4
100,000 to 499,999	12	5.0	8.7
Less than 100,000	83	34.9	15.0
Central City in Metropolitan Area of:			
More than 2 million	1	0.4	5.3
500,000 to 2 million	0	0.0	5.2
100,000 to 499,999	3	1.3	5.4
50,000 to 99,999	3	1.3	5.2
Less than 50,000	108	45.4	17.9
N =	238		640,979
ESTIMATED FAMILY INCOME			
Less than $5,000 per year	15	6.3	9.8
$5,000 to $7,499	41	17.2	21.0
$7,500 to $9,999	42	17.6	15.2
$10,000 to $14,999	39	16.4	14.1
$15,000 to $19,999	14	5.9	3.9
$20,000 to $24,000	4	1.7	1.8
$25,000 and over	6	2.5	1.7
Consider this Confidential	24	10.1	6.1
Do Not Know	53	22.3	26.3
N =	238		645,336

TABLE XX

A COMPARISON OF MIRACOSTA COLLEGE AND NATIONAL PERCENTILE RANKS ON THE AMERICAN COLLEGE TEST FALL 1965

STUDENTS' AGES ON SEPTEMBER 1, 1965

	MiraCosta College		National
Age	Number	Percent	Percent
15 or Younger	0	0.0	0.0
16	0	0.0	1.1
17	61	25.3	23.1
18	159	66.0	60.8
19	19	7.9	7.7
20	0	0.0	2.3
21 or Older	2	0.8	5.0
N =	241		645,911

MARITAL AND DATING STATUS

Married (Children or Expecting)	1	0.4	1.8
Married (No Children)	0	0.0	0.8
Engaged	1	0.4	1.3
Pinned or Going Steady	33	13.7	14.8
Usually Date Same Person	49	20.3	16.9
Usually Date More Than One Person	96	39.8	47.5
Do Not Date At All	28	11.6	10.4
Divorced or Widowed	0	0.0	0.3
Consider This Confidential	33	13.7	6.2
N =	241		645,226